DOCUMENT RESUME

ED 372 367 CS 011 787

AUTHOR Joslin, H. Kimmell
TITLE A Comparison of the Effects of Pure and Modified Whole language Instruction on the Decoding Skills of Kindergartners.
PUB DATE [94]
NOTE 42p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Comparative Analysis; *Decoding (Reading); Kindergarten; *Kindergarten Children; *Phonics; Primary Education; Reading Research; *Whole Language Approach; *Word Recognition
IDENTIFIERS Phonological Awareness; Virginia (Albemarle County)

ABSTRACT

A study compared the effects of a modified whole language approach with those obtained from a pure whole language approach on the decoding abilities of 20 kindergartners, assessed using Darrell Morris's Early Reading Screening Instrument. Subjects were selected from two similarly composed schools located in Albemarle County, Virginia. Ten students were taught in a pure whole language classroom, and the other 10 students received instruction using a modified whole language approach with about 20 minutes per day devoted to focused, intensive, and systematic instruction in phonics. Results indicated that the whole language students receiving a daily supplement of explicit phonics instruction demonstrated greater alphabet knowledge, phonological awareness, word recognition in context, and word recognition in isolation than students receiving pure whole language instruction. Findings suggest that the modified whole language approach has a greater effect on student decoding automaticity than the pure whole language approach with which it was compared. (Contains 19 references and 4 tables of data. An assessment instrument is attached.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 367

A Comparison of the Effects of Pure and Modified Whole Language Instruction on the Decoding Skills of Kindergartners

H. Kimmell Joslin

University of Virginia

Running Head: WHOLE LANGUAGE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. K. Joslin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS011787

BEST COPY AVAILABLE

ABSTRACT

Perhaps the most discussed approach in language arts education today is "whole language." However, despite its popularity, the whole language philosophy has been criticized by many educators for its omission of direct instructional phonics. A review of the literature indicates that whole language classes which are modified to incorporate an average of 20 minutes per day of explicit, systematic phonics instruction might be more effective in providing students with the decoding skills that are prerequisite to effective reading comprehension. This study compares the effects of a modified whole language approach with those obtained from a pure whole language approach on the decoding abilities of 20 kindergartners assessed using Darrell Morris's Early Reading Screening Instrument. Results suggest that the modified whole language approach has a greater effect on student decoding automaticity than the pure whole language approach with which it is compared.

A Comparison of the Effects of Pure and Modified Whole Language Instruction on the Decoding Skills of Kindergartners

Perhaps the greatest challenge a child faces in kindergarten is learning to read. Because reading is a highly skilled activity involving a myriad of mental processes, a wide variety of instructional approaches have been developed over the years. Today, the most discussed approach in language arts education is "whole language" (Eldredge, 1991).

Despite its popularity, whole language is defined vaguely by its proponents. Goodman (1986) describes whole language as "an educational program conducted by whole language teachers." According to Rich (1985), whole language is "an attitude of mind which provides a shape for the classroom." Justifying the loose and abstract nature of such definitions, whole language theorists contend that whole language is not a program but rather an emerging philosophy about literacy instruction in which the focus of reading is on holistic language experiences as opposed to isolated skills such as phonics (Newman, 1985).

In fact, the current movement towards whole language practices is

also a movement away from direct instructional phonics. Rather than routinely and extensively teaching specific phonics skills to be applied to situations that systematically reinforce that skill, the whole language approach advocates teaching such skills only in the context of meaningful literature as the teacher sees the need for specific instruction. Although phonics is recognized as a cue to be used in concert with all the cues of language, it is viewed by whole language proponents as being far subordinate to semantics and syntax.

This de-emphasis of direct instructional phonics has become a major criticism of the whole language approach. Critics are not arguing that the end goal of developmental reading instruction is comprehension, nor do they contend that phonetic proficiency by itself can elicit meaning from text. The question is not whether or not phonics should be taught. Whole language theory acknowledges that phonics instruction can be integral to the reading process. However, is teaching phonics purely in context the most effective means of reading instruction? Should room be made for some systematic phonics instruction within classrooms implementing language processes? Indeed, years of research on decoding processes suggest that whole language practitioners might want to consider

modifying their approach to include more direct phonics instruction.

The Role of Decoding in Early Reading

No matter how knowledgeable a child may be about oral language, he or she will not be able to read well without knowing how to break the code of written English (Juel, 1990). Three strategies, or cueing systems, exist to aid in decoding: semantic cues (context), syntactic cues (structure and grammar), and grapho-phonic cues (letter-sound relationships). Proficient readers draw meaning from text by utilizing all three cues interdependently.

The importance of early decoding skill lies in its accurate prediction of later reading comprehension. Research evidence supports the view that skill in the decoding of single words is highly correlated with skill in comprehension. Lesgold and Resnik (1982) found that a child's word recognition speed in first grade was an excellent predictor of that child's reading comprehension in the second grade. In a longitudinal study of children learning to read in Sweden, Lundberg (1984) found that awareness of phonemes in the first grade correlated .70 with reading achievement in sixth grade. Out of the 46 Swedish children in this study

with poor phonemic awareness and low reading achievement in the first grade, 40 continued to be poor readers in the sixth grade. Furthermore, Juel (1988) found a .88 probability existed that a child in the bottom quartile on the Iowa Reading Comprehension subtest at the end of first grade would remain a poor reader at the end of fourth grade. Of the 24 students who remained poor readers throughout these four grades, 22 possessed below average decoding skills. In addition, most of these poor readers entered first grade with very little phonemic awareness.

Decoding in Whole Language

Given the importance of early decoding skills, there is a need for in-depth studies of the development of these skills in whole language classrooms, particularly because whole language teachers eschew teaching letter-sound correspondences in isolation, believing it violates the whole-to-part instruction characteristic of the whole language tradition. They maintain that these same skills can be learned by reading with an emphasis on meaning using only stimulating and unaltered tests (Goodman, 1986; Watson, 1989; Weaver, 1990).

In a meta-analysis conducted by the Educational Research Service

(1991), most whole language advocates indicated that an emphasis on word skills is not only unnecessary, but harmful. Specifically, they argue that systematic, formal word analysis forces a child to concentrate on sounds and symbols rather than on the meaning of the text, thereby producing children who can decode by do not comprehend. As noted earlier, however, this argument contradicts the proven link between decoding skill and subsequent comprehension.

Nevertheless, to facilitate meaningful decoding skills, whole language proponents emphasize using semantics or context cues before phonics instruction. Moreover, they maintain that children learn phonics best only after they can already read (Liberman & Liberman, 1990). According to whole language theorists, semantics and syntax are strategies the reader already needs to be using in order for phonics to make sense; thereby justifying the fact that good readers are also good at phonics by proposing that in their ability to read they can intuitively make sense of phonics (Routman, 1988).

If a student encounters an unfamiliar word, the Whole Language Newsletter (1988) gives this advice:

> Foremost on the list of Don'ts are sound-it-out and look-for-familiar-word-parts-within-the-word because these activities

> divert the reader's attention from meaning...Good Things To Do include skip it, use prior information...read ahead, re-read, or put in another word that makes sense.

Goodman's (1986) parent-teacher guide to whole language goes on to explain that errors should not only be accepted but even "celebrated" if they contribute to making sense of the text, for example, reading "Colgate" instead of "toothpaste". Such mistakes are viewed as "charming indicators of growth toward control of language processes." This same guide does suggest that teachers conduct brief individual phonics mini-lessons if the need arises, but only "in a meaningful way" and "in the context of literature." It permits readers to use their developing phonic generalizations to "help when the going gets tough," but then warns that "If they are lucky enough not to have been taught phonics in isolation, with each letter equally important, then they will not be diverted from developing the strategies necessary to select just enough graphic information to get the sense they are seeking."

However, by refuting the notion that what the reader wants to understand from the printed page is what the writer actually wrote, rather than what the reader thinks might have been written, reading is turned into what Goodman labels as a "psycholinguistic guessing game" (1976).

This is evidenced by this episode from a third grade whole language classroom (Liberman & Liberman, 1990).

A child was asked to read the sentence: "A boy said, 'Run little girl.'" The child knew how to read the word "A" correctly, probably because it is the name of a letter. When he came to the word "boy" he engaged in guessing and risk-taking as recommended by whole language and produced "baby," presumably on the basis of the first-letter cue "b." Now he had "A baby" but he did not recognize "said" so he looked ahead and found "run," which he did know. What did he do with the skipped word? Noticing the "s" in the work, he guesses "is running" because that would make sense syntactically. Unfortunately, "little" was a word he knew by sight, so he was forced to read it correctly. Now his sentence read "A baby is running little," and he was confronted with the word "girl," which he did know. At this point, he gave up trying to make sense and threw in "go," which he knew began with the correct letter. His final sentence read "A baby is running little go." This refutes the whole language assumption that children can "select just enough graphic information to get the sense [they are] seeking" and apply "their prior learning and experience to make sense of the texts, guessing what will occur next" (Goodman,1986).

Thus, it has become increasingly obvious that teachers of young children are not preparing their students very well if they do not emphasize the important role that phonics plays in the decoding process. A first grade child in the United States is often exposed to between 300 and 1,100 **different** words through his or her school texts (Juel & Roper/Schneider, 1985). These words can occur in running texts of 7,000 to over 20,000 words. They contend that learning so many novel words by recalling the visual sequence of letters would be an arduous task. Although an experienced adult reader my be able to "recognize" many words without reference to spelling-sound information, it is doubtful the adult initially began that way.

In addition, adult readers can accurately use context to predict only one out of four words (Gough et al., 1981). This suggests an upper limit to how much growth could be expected in use of context by the child. Those words that are able to be predicted on the basis of context are frequently function words which are so common that context is rarely needed to recognize them (Alford, 1980). Moreover, content words - those words that carry the meaning in text - are **least** accurately predicted from semantic or syntactic cues and that require the most decoding skill.

Therefore, a great disparity exists between pure whole language practice and relevant research indicating the need for explicit, in addition to implicit, phonics instruction. Stahl, Osbord, & Lehr (1989) suggest that there can be a balance between skills-based instruction and an emphasis on "real" literature which can result in a program that satisfies all types of learners. They state that deep and thorough knowledge of letters, spelling patterns, and words, as well as the phonological translation of all three, are of inescapable importance to both skillful reading and its acquisition," but they also conclude that skills-oriented instruction alone is not enough to give students the motivation and interest needed to become skillful readers. According to the authors, "Approaches in which systematic code instruction is included along with the reading of meaningful connected text result in superior reading achievement overall, both for low-readiness and better prepared students" (p. 117; 121-122; 125).

Study Hypothesis

Believing that additional direct instructional phonics will enhance students' decoding skills, some whole language teachers have adopted a modified approach. While keeping the majority of process characteristics

generally associated with pure whole language approach, the modified whole language classroom also incorporates a fifteen-minute daily average of total-class systematic phonics instruction, a strategy not generally associated with whole language. This study compares the effects of a modified whole language approach to the effects of a pure whole language approach on the decoding skills of kindergartners. It is hypothesized that the modified whole language approach will have a greater effect on student decoding automaticity than the pure whole language approach with which it is compared.

METHODS

Subjects

The twenty kindergartners involved in the study were selected from two similarly composed schools located in Albemarle County, Virginia. Ten of these students were taught in a pure whole language classroom, whereas the other ten students received instruction in a modified whole

language classroom. The students in both settings represented a range of ability levels, and both classrooms were matched according to student achievement, student socio-economic background, and student turnover.

In addition, the two focus classrooms appeared strikingly similar in their physical arrangements. No desks were present in either room. Instead, open floor space, centers, and large, circular tables were used to promote active and cooperative learning. Common materials found in these settings included a variety of children's literature, displays of student work, science tables featuring interesting objects from nature, computers with color printers, and several interactive bulletin boards.

Many classroom practices and instructional activities were also found to be characteristic of both settings. Students were involved in the reading and writing process beginning on their very first day of school. Reading, writing, and listening were all integrated into one language arts period through activities such as reader's and writer's workshops, author's chair, and "buddy" reading. Authentic children's literature and trade books were used rather than traditional basal readers. Students were encouraged to read and write about topics of their own choosing, and instructional themes and units were developed from class interests. Intrinsic

motivation stimulated student involvement as opposed to external reward or punishment. Students often collaborated to work together toward common goals. Classroom activities were student-centered and presented in a holistic fashion. In fact, the only significant difference in the instructional approach of the two classrooms was in the treatment of phonics.

True to purist whole language philosophy, the pure whole language sample used in this study included no explicit total-class phonics instruction. When teaching what strategies to use in decoding unknown words, this pure whole language teacher warned that "sounding it out is the **least** effective way to figure it out." Rather, she suggested that her students skip the word, read to the end of the sentence, and then go back and fill in a word that makes sense. She also recommended using rhyming patterns and illustrations to guess appropriate possibilities. Explicit phonics instruction was never taught as a decoding strategy with the exception of occasionally using it as a "last resort" for those students who are unable to decode using context cues only. However, even in such instances, the phonics instruction was kept brief and specific to the child's point of confusion. For example, if a child in this pure whole language

classroom were having difficulty recognizing words beginning with "ch", the teacher would pull that child aside to conduct an individual "mini-lesson" on the "ch" digraph, rather than teaching a more comprehensive lesson on how to recognize and blend various consonant digraphs. However, any further phonics instruction remained strictly implicit within the context of children's literature. For example, when reading The Cat in the Hat by Dr. Suess, the teacher might ask her students what they notice about the rhyming words "cat" and "hat." This may then develop into a lesson on the "at" word family in which the students would be asked to locate words containing the letters "at" as they continued reading the story. Thus, phonetic rules and generalizations are left to be "discovered" by the students through making such letter-sound connections in the context of observable text.

In contrast, the modified whole language classroom provided a daily 10 to 20 total class concentrated phonics lesson, in addition to teaching the aforementioned context-oriented strategies. Although no more than 20 minutes per day were spent on phonics, the instruction was focused, intensive, and systematic. The teacher referred to this instruction as a "super-sound" program in which a different consonant sound or vowel

sound was featured each week. At the beginning of each week, the teacher would introduce the new sound by first showing how to form both the upper and lower case letters of that sound and then practicing the isolated sound made by the letter or letters. This would be followed by reading a teacher-made story featuring many words beginning with that sound. After the story, the teacher would ask her students to recall as many of these words as possible. She would then write these words on a chart and, when appropriate, illustrate pictures for them.

This letter-sound awareness was fostered further throughout the week in several ways. First, each student kept a "sound book" in which they recorded each week's sound, generated words beginning with the sounds, and then illustrated their words. So, for example, if the weekly sound were "ch", the students might first be read a story about a chubby chipmunk, then they might write and illustrate words such as "chair" and "chin" in their sound books. These cumulatative booklets served as personal phonics charts. Other weekly phonics exercises included games such as "guess my sound" and the "sound board" game, in which students decide which pictures are placed under which sounds.

After students were taught each sound, they were provided various

opportunities to practice the blending process and identify a variety of words familiar to them at the aural level, but unfamiliar to them in print. Through these explicit phonics lessons, the ten students from the modified whole language sample were instructed in the use of phonics-based decoding cues; however, these students were strongly encouraged to draw upon their repertoire of context-based strategies as well.

Instrument

Decoding abilities were measured using an assessment adapted from Darrell Morris's Early Reading Screening Instrument (See Appendix A). Yielding four subscores for alphabet knowledge, phonological awareness, word recognition in context, and word recognition in isolation, this assessment was designed to be used primarily with kindergarten and first grade students. The examiner assessed each of the twenty subjects individually, allowing approximately thirty minutes for each assessment. For this study, the raw scores of the students were averaged to determine the mean score of each classroom type.

Alphabet Knowledge

This first task contained two parts: the recognition or naming of

letters when displayed in random order, and the production or writing of these letters. Recognition involved asking the student to name the letters of the alphabet as they appeared on a letter naming sheet in both capital and lower case forms. Production involved asking the child to write these same letters as they were called out in the same random order. Either capital or lower case form was accepted as a correct response.

Phonological Awareness

Phonological awareness was also assessed in two ways, through picture sorting and spelling. Picture sorting served to identify children who are able to distinguish at least the initial consonant sounds of B, M, and S. Their task was to catagorize pictures of objects such as a bug, a moon, and a sun according to their initial consonant sound. The spelling task was in the form of a traditional spelling test that measured how completely the child was able to attend to and represent all the phonemes in a word.

Word Recognition in Context

The ability to recognize or decode words in the context of a familiar story was assessed by both a pointing task in a little book called Katie (Appendix A) and by a word identification task. Pointing to memorized

text was introduced by showing the child the story of "Katie." The examiner read the story and modeled how to track the individual words. The student was then asked to repeat the text and to track the words by pointing. After finishing the story, word identification was checked by pointing to target words and asking the subjects to identify them. In addition, the examiner noted the decoding strategies used by each child, such as whether or not the word was known by sight or whether the sentence was reread and picture cues used.

Word Recognition in Isolation

Three different sets of words were included in the word recognition in isolation portion of this assessment: decodable words, basal words, and words from the Wide Range Achievement Test (included in Appendix A). These words were presented one at a time and in list form. Because no context cues could be relied upon to decode unfamiliar words, students' responses were expected to vary depending upon their knowledge of letter-sound relationships.

ANALYSIS OF RESULTS

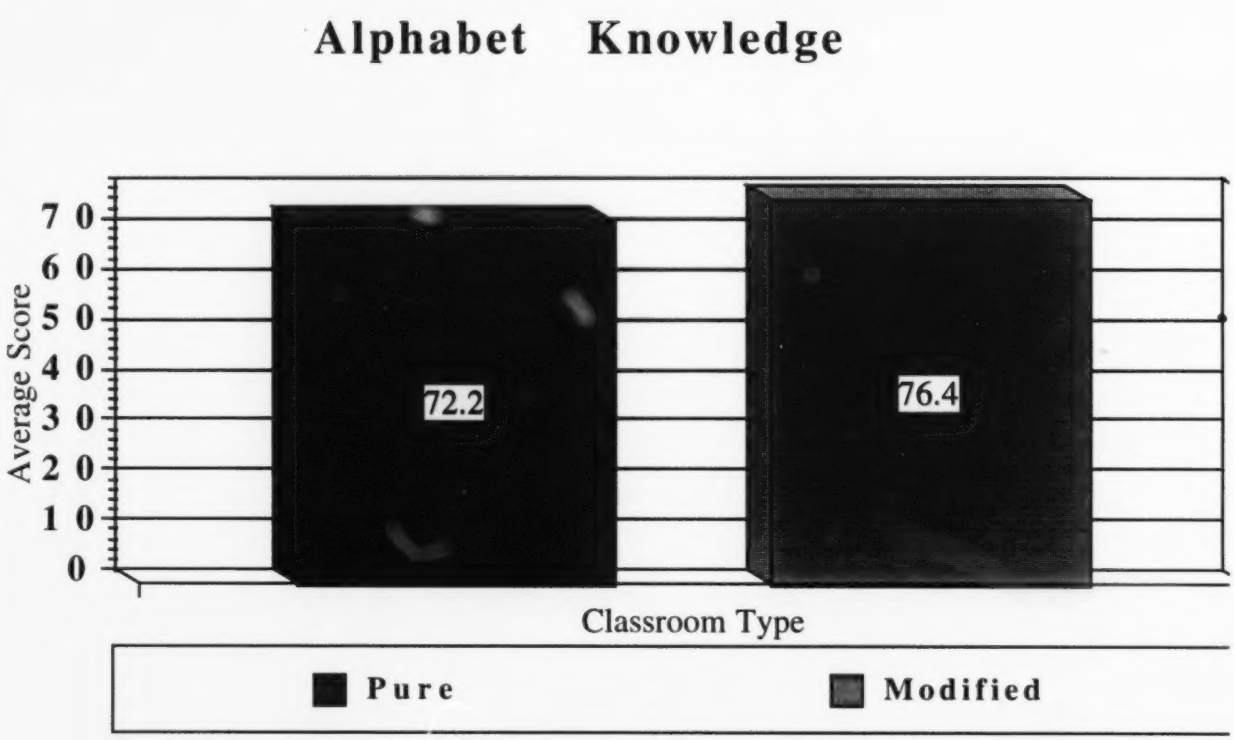
The individual scores of students in both samples were averaged to determine mean scores of each group in the four subcategories of alphabet knowledge, phonological awareness, word recognition in context, and word recognition in isolation. Descriptive data of strategies used by students from the two groups was also noted and used to account for any differences in the average scores.

Insert Table 1 about here

Alphabet Knowledge

In the category of alphabet knowledge, students in the pure whole language group yielded an average score of 72.2 out of a total possible score of 78. The modified whole language group scored slightly higher with an average score of 76.4. This difference was not surprising considering that the modified approach featured daily instruction of various letters of the alphabet. However, as would be expected of kindergartners nearing the end of their academic year, almost all of the students in both samples demonstrated a firm grasp of the alphabet.

Table 1


Alphabet Knowledge
Average Score
70
60
50
40
30
20
10
0
72.2
76.4
Classroom Type
Pure
Modified

Insert Table 2 about here

Phonological Awareness

Again, the modified sample yielded a slightly higher average score of 48.5 out of a total possible score of 54. The pure whole language sample yielded an average score of 43.9. Specifically, this difference could be attributed to the picture sorting task, which was a familiar and regular activity in the modified whole language classroom but not in the pure whole language classroom.

Insert Table 3 about here

Word Recognition in Context

The total possible score in the category of word recognition in context was 12. Out of this score, the pure whole language sample yielded an average score of 9.1; whereas the modified whole language sample yielded

Table 2

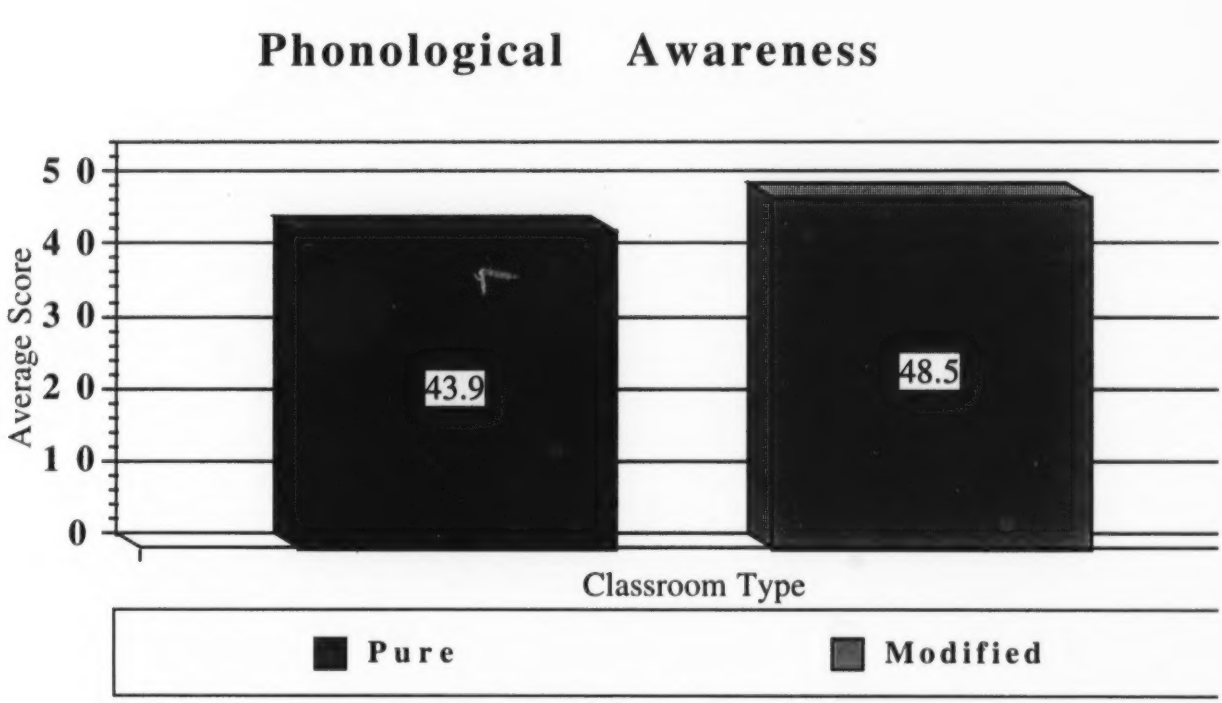
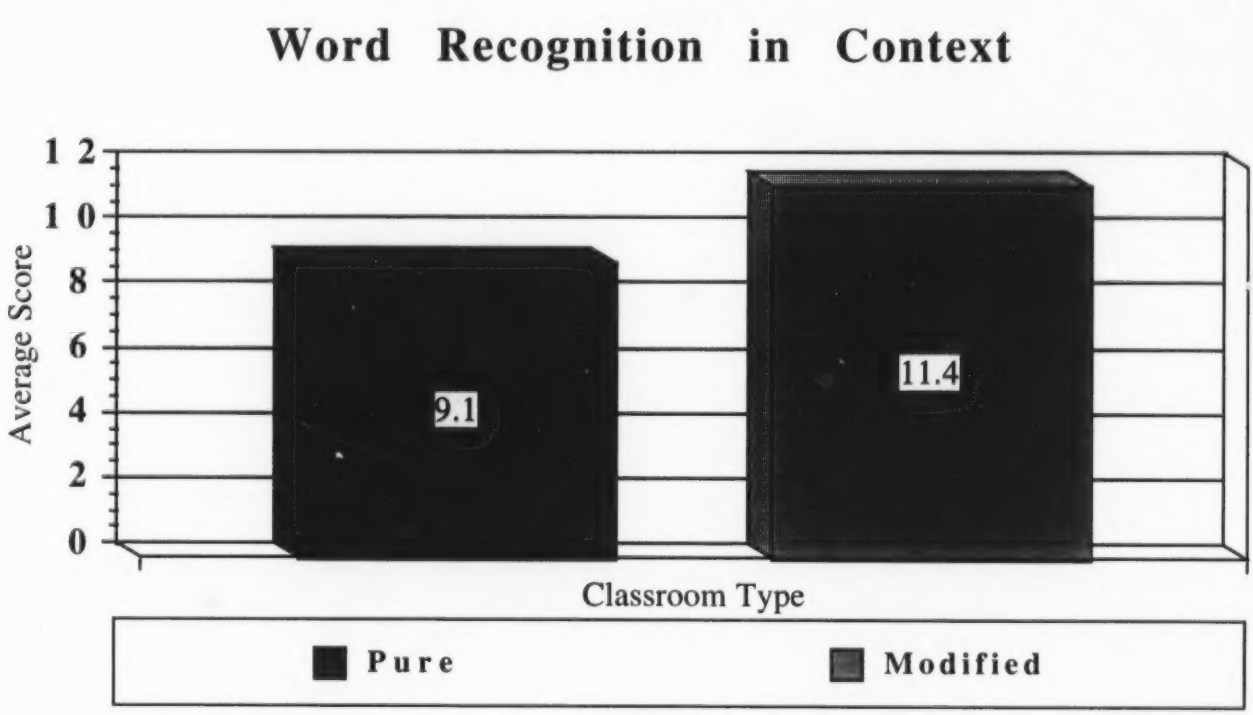

Phonological Awareness
Average Score
5 0
4 0
3 0
2 0
1 0
0
43.9
48.5
Classroom Type
Pure
Modified

Table 3

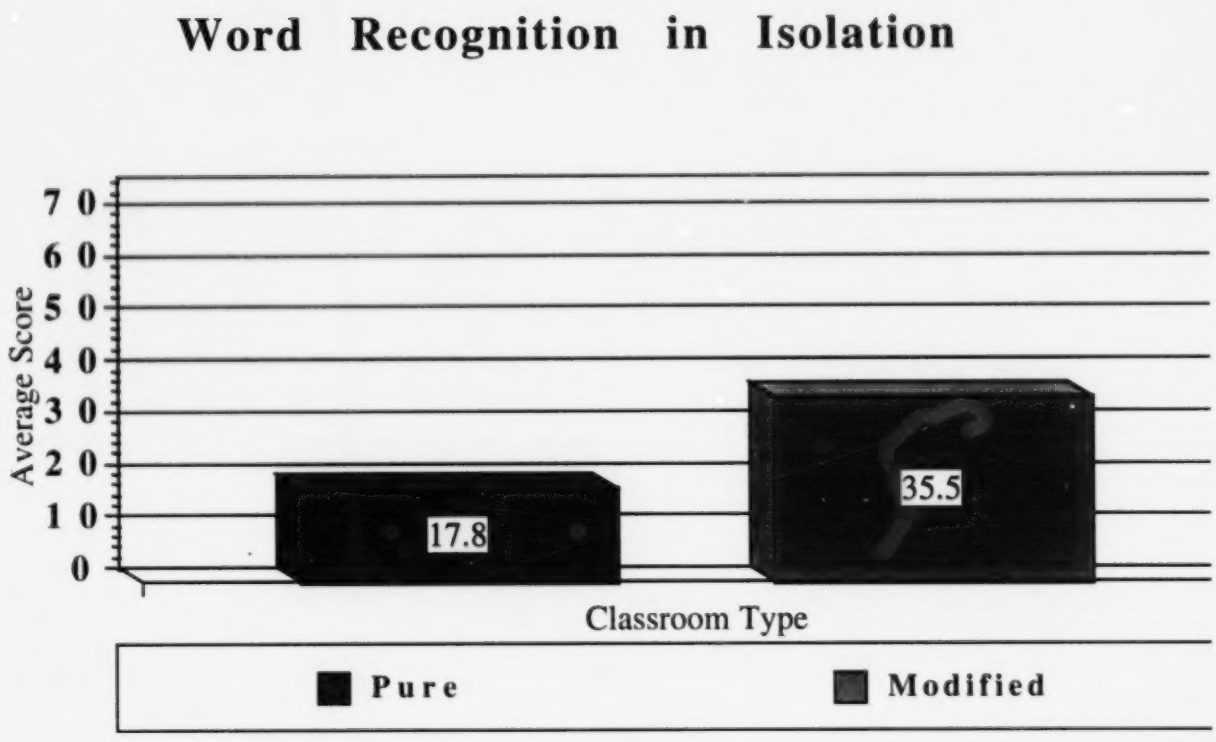

Word Recognition in Context
12
10
8
6
4
2
0
Average Score
9.1
11.4
Classroom Type
Pure
Modified

an average score of 11.4. Here, the strategies employed by the students were as important as their actual scores. The instructional differences of each group were readily apparent when assessing word identification in the story Katie. Although both groups demonstrated a limited sight vocabulary, the modified group benefitted from their larger repertoire of decoding strategies. For example, when asked to identify the word "water" in the sentence "The dog shakes water on Katie," four of the ten whole language students responded "rain," presumably in response to the picture depicting rainy weather. In contrast, the majority of the modified whole language students used their "sound it out" strategy to decode the word correctly. Although this difference is not statistically significant, it is by far, the most interesting result of the study. Indeed, the modified whole language sample demonstrated the positive benefits of their daily phonics supplement even when presented with words supported by context cues.

Insert Table 4 about here

Word Recognition in Isolation

Table 4


Word Recognition in Isolation
Average Score
70
60
50
40
30
20
10
0
17.8
35.5
Classroom Type
Pure
Modified

As expected, the most pronounced variance in the average scores of each sample occurred in the word recognition in isolation category. Out of a total possible score of 75, the pure whole language sample yielded an average score of 17.8, in comparison to the modified whole language sample's average score of 35.5. Without the availability of context cues, the majority of pure whole language students became easily frustrated and were quick to respond "I don't know," when faced with unfamiliar words. In contrast, most of the modified whole language students approached unfamiliar words as decoding challenges in which they would spend from one to ten minutes employing the phonics-based sounding out strategy until the words were correctly identified.

DISCUSSION

As hypothesized, the modified whole language approach had a greater effect on student decoding automaticity than did the pure whole language approach with which it was compared. Even when decoding words presented in context, students in the pure whole language sample lacked sufficient strategies to decode accurately. Without explicit

knowledge of grapho-phonemic relationships, these students demonstrated inefficient decoding abilities and poor reading comprehension. These results suggest that beginning readers may most benefit from a whole language reading program that has been modified to include a daily supplement of direct and systematic phonics instruction.

Limitations

One of the difficulties involved in conducting active teaching methods research is that the social, psychological, and affective variables influencing students' abilities are difficult to define, identify, and control. That may be considered a weakness of this study. Although visits to the two classrooms involved in this study were made on a regular basis to ensure treatment fidelity, there were contextual variables within the classrooms affecting students' reading achievement and attitudes that were not observed, and therefore not addressed. In addition, due to the small sample size, the results of this study must be treated as tentative, and the findings need to be replicated in longitudinal studies with more children.

Implications of Research

Despite its limitations, this study begins to answer some of the questions educators may have related to achievement differences in pure and modified whole language classrooms. As the whole language trend sweeps the country, research of this type is increasingly necessary. While many educators are still attempting to define whole language, many teachers are seeking ways to implement it in the classroom, and many publishers are trying to translate it into publishable products. Clearly, there are questions yet to be asked about the whole language movement and issues yet to be answered.

Although existing literature fails to provide a clearly defined philosophy of whole language, specific instructional practices are increasingly being implemented in classrooms throughout the country labeling themselves as "whole language." For the most part, these child-centered practices are in accordance with relevant research and logic. Nevertheless, before educators translate whole language theory into a patented program, they may be well-advised to reconsider the controversial role of phonics instruction. Explicit phonics knowledge may be more beneficial to beginning readers than is generally assumed by

whole language advocates.

The current movement towards whole language is also a movement away from direct instructional phonics. The results of this study raise doubts about the wisdom of this trend and suggest that kindergartners can benefit in the form of increased decoding abilities from an integration of both instructional approaches. Because a student's strength in decoding skill is highly correlated with his or her subsequent reading comprehension, these findings have important implications for beginning readers.

Conclusions

Because the modified whole language sample consistently outperformed the pure whole language sample in all four subcategories of the assessment, it can be concluded that:

(1) The whole language students receiving a daily supplement of explicit phonics instruction demonstrated greater decoding skills than the whole language students not receiving this additional instruction.

(2) Students in the pure whole language classroom exhibited

difficulty decoding unfamiliar words, whether presented in context or isolation.

(3) The collected data supported this study's initial hypothesis that the modified whole language approach would have a greater effect on student decoding automaticity than would the pure whole language approach with which it was compared.

(4) The results of this study suggest a need for further research into possible long-term effects of both types of whole language programs on student reading achievement during and after kindergarten.

Whole language is a relatively new educational trend that offers great hope to students, provided that their teachers are willing to allow room for improvement. For educators interested in implementing literacy programs based upon whole language philosophy, this study offers encouragement as well as suggestions for furthering the effectiveness of this popular approach to instruction.

REFERENCES

Alford, J. A., Jr. (1980). Lexical and contextual effects on reading time. Unpublished doctoral dissertation, University of Texas at Austin.

Eldredge, L. (1991). An experiment with a modified whole language approach in first grade classrooms. Reading Research and Instruction, 30 (3), 21-38.

Gough, P. B., Alford, J. A., Jr., & Holley-Wilcox, P. (1981). Words and contexts. In O. J. L. Tzeng & H. Singer (Eds.), Perception of Print. Hillsdale, NJ: 85-102.

Griffith, P. L. & Klesius, J. P. (1992). The effect of phonemic awareness on the literacy development of first grade children in a traditional or a whole language classroom. Journal of Research in Childhood Education, 6 (2), 85-92.

Goodman, K. (1976). Reading: A psycholinguistic guessing game. Theoretical Models and Processes of Reading. Newark, DE: International Reading Association, 497-508.

Goodman, K. (1986). What's Whole in Whole Language?. Portsmouth, NH: Heinemann.

Juel, C. (1988). Learning to read and write: A longitudinal study of fifty-four children from first through fourth grade. Journal of Educational Psychology, 80, 437-447.

Juel, C. (1990). The role of decoding in early literacy instruction and assessment. Assessment for Instruction in Early Literacy. L. M. Morrow & J. K. Smith (Eds.). Englewood Cliffs, NJ: Prentice Hall.

Juel, C., & Roper-Schneider, D. (1985). The influence of basal readers on first grade reading. Reading Research Quarterly, 20, 134-152.

Lesgold, A. M., & Resnick, L. B. (1982). How reading disabilities develop: Perspectives from a longitudinal study. In J. P. Das, R. Mulcahy, & A. E. Wall (Eds.), Theory and Research in Learning Disability. New York: Plenum, 155-187.

Liberman, I., & Liberman, A. (1990). Whole language versus code emphasis: Underlying assumptions and their implications for reading instruction. Annals of Dyslexia, 40: 51-76.

Lundberg, I. (1984). Learning to read. School Research Newsletter (August). (National Board of Education in Sweden.)

Newman, J. M. (1985). Whole Language-Theory in Use. Portsmouth, NH: Heinemann.

Rich, S, (1985). Restoring power to teachers: The impact of whole language. Language Arts, 62 (7), 717-721.

Routman, R. (1988). Transitions. Portsmouth, NH: Heinemann.

Stahl, S., Osborn, J., & Lehr, F. (1989). Beginning to read: Thinking and learning about print: A summary. Champaign, IL: University of Illinois, Center for the Study of Reading.

Weaver, C. (1990). Understanding Whole Language: From Principles to Practice. Portsmouth, NH: Heinemann.

What we know about the whole language approach to reading and writing instruction. (1991). Arlington, VA: Educational Research Service.

The Whole Language Teachers Association Newsletter (Spring, 1988). Sudbury, MA.

Appendix A
Assessment Instrument

SUMMARY OF SCORES FOR TUTORING ASSESSMENT

NAME_____ TUTOR_____

DATE_____ TEACHER_____SCHOOL_____

ALPHABET KNOWLEDGE
Point to the letters on a separate sheet and record on this sheet. Underline or circle those letters which the child was unable to name readily. Call out the same sequence of letters for the production test and have the child write them on another paper. sheet.

A	F	K	P	W	Z	Known Upper Case (possible 26)_____
B	H	O	J	U		Known Lower Case (26) _____
C	Y	L	Q	M		(accept either form of a and g)
D	N	S	X	I		
E	G	R	V	T		Letters Produced (26) _____
a	f	k	p	w	z	(accept either upper or lower
b	h	o	j	u	a	case letters)
c	y	l	q	m		
d	n	s	x	i		**TOTAL SCORE FOR ALPHABET** _____
e	g	r	v	t	g	(78 possible)

CONCEPT OF WORD
See attached sheet for, scoring directions

Pointing Score (6 possible) _____
Word Identification (6) _____
TOTAL SCORE _____

PHONOLOGICAL AWARENESS
See attached sheets for sorting task and spelling words. Ask child to write words on the back of an attached sheet or staple paper to this set of forms.

Sorting (12 possible) _____
Spelling (21-42 possible) _____
TOTAL SCORE _____

WORD RECOGNITION
Check off words on attached sheet and record scores below.

Reading Recovery Words (20) _____
Pre-Primer Words (15) _____
Primer Words (15) _____
WRAT words (25) _____

TOTAL SCORE _____

Important Staple all forms and spelling list to this summary form.

Name of Student_____

CONCEPT OF WORD AND WORD IDENTIFICATION

You will need a copy of Katie. (We are dropping My Home) See the tutoring guide for complete directions.

	Pointing (2 pts)	Word Recognition (1 pt each)	
1. Katie is walking (2) in the rain. (1)	_____	_____ (1)	_____ (2)
2. She (1) sees a big (2) dog.	_____	_____ (1)	_____ (2)
3. The dog (2) shakes water (1) on Katie.	_____	_____ (1)	_____ (2)

PHONOLOGICAL AWARENESS - SORTING AND SPELLING

SORTING

You will need a set of 15 picture cards (listed below). Pull the sun, moon, and bug from the deck to use as category headers. These will not be counted in the final score. See complete directions in your guide.

Correct only the first three efforts of the child. From then on they are on their own. Put a check beside each picture they were able to sort correctly and an X beside any that they did not sort correctly. Transfer final score to the summary sheet.

BUG	MOON	SUN
box _____	milk _____	soap _____
bag _____	mouse_____	saw _____
bed _____	match_____	sock _____
bat _____	mop _____	sink _____

SPELLING

Call out at least the first six of the words below following the directions in your guide. Ask the student to write them on the back of this sheet in a horizontal column (or on another paper that you attach.) See tutoring guide for directions on scoring.

1. back	4. junk	7. side	10. peeked
2. feet	5. picking	8. chin	11. lamp
3. step	6. mail	9. dress	12. road

Name of Student_____

WORD RECOGNITION

Have your student point on a different list and record their responses on this form. Make a check for a correct response and write down incorrect responses. Try all twenty words on the RR list and the preprimer list, covering the list with a card and sliding it down after five seconds. Try the first five words on the primer list and the WRAT list. Continue only until your student has missed five in a row. Uncover the rest of the words and ask the student if he can name any of them. Check any that are correct.

RR Words	Pre-Primer	Primer	WRAT Words
and	can	farm	cat
the	did	brown	see
pretty	has	snow	red
has	run	house	to
down	top	yellow	big
where	box	fast	work
after	red	wait	book
let	bus	game	eat
here	get	lunch	was
am	ride	sheep	him
there	rain	nest	how
over	jump	rainbow	then
little	play	ice	open
did	sand	rabbit	letter
what	happy	race	jar
them			deep
one			even
like			spell
could			awake
yes			block
			size
			weather
			should
			lip

Spelling Words and Scoring Guide

back

feet

step

junk

picking

mail

side

chin

dress

peeked

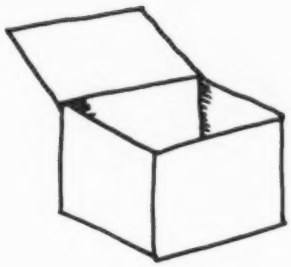
lamp

road

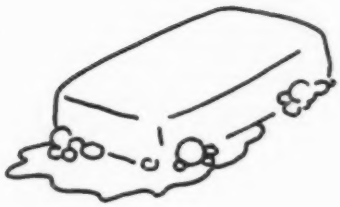
Spelling Word	1 point	2 points	3 points	4 points
back	B, BN	BC, BK, BA, BAE, BIC, BOC	BAC, BAK, BAKE, BACK	
feet	F, FA	FT, FE, FOT	FET, FEAT, FETE, FEET	
step	S, C, SOE	ST, CP, SA, SE	STP, SDP, SAP, CEP	STAP, SDAP, STEP
junk	J, G	JK, GC, GO, JU	JOK, GOC, JUK, GNK	JCNC, GUNK
picking	P, PO	PK, PC, PE, PN	PEC, PEK, PKN, PEN	PEKN, PICEN
mail	M, ME	ML, MA, MAO	MAL, MAOL, MALE, MAIL	
side	S, C, ST	SD, CD, SA, SI	SID, CID, SAD, SOD	
chin	G, J, H	GN, HN	GEN, HEN, CHEN, CHIN	
dress	D, J, G	JS, GS, JOS	JAS, DES, JRS, DRS, DESS, GAS	DRAS, JRES, DRES
peeked	P	PT, PE PK	PET, PCT, PEK, PEET	PECT, PEKED, PEEKT
lamp	L	LP, LA, LOP	LAP, LAPE, LMP	LAMPE, LAMP
road	R, W, RT	RD, RO	ROD, ROED, RODE, ROAD	

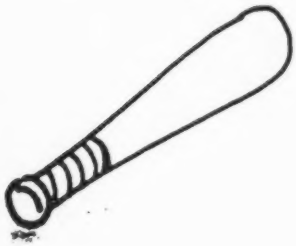
* add 1pt for correct spelling

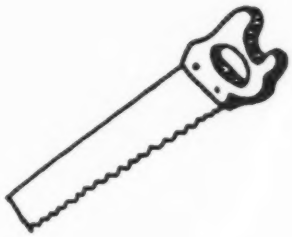
BEST COPY AVAILABLE

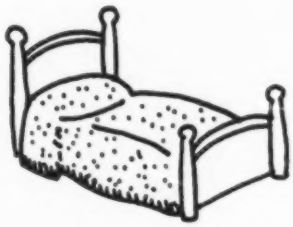


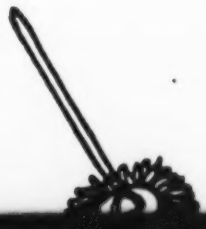
DAIRY
FRESH











Katie is walking in the rain.

She sees a big dog.

2

The dog shakes water on Katie.

3

Katie